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OCTOBER, 1950



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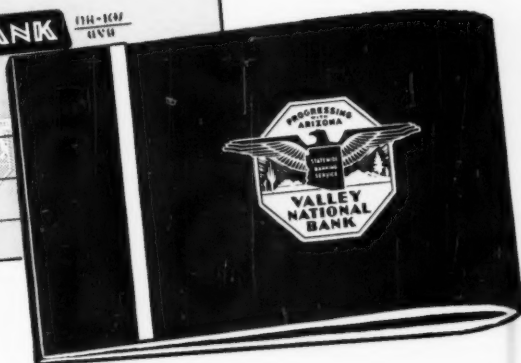
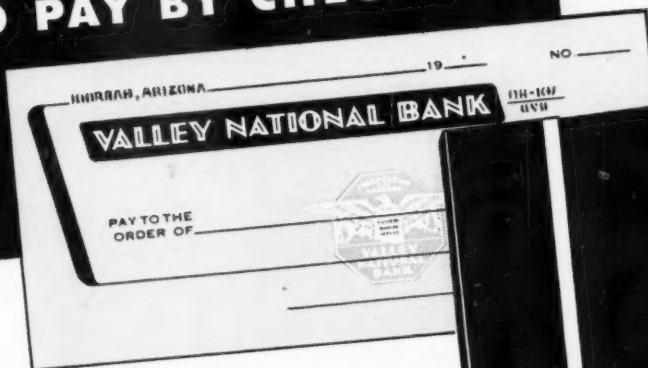
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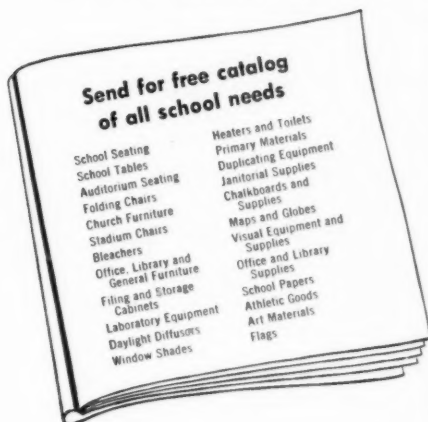
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ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

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ARIZONA TEACHER-PARENT

ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

Devoted to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and of America.

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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher-Parent* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The *Arizona Teacher-Parent* will attempt to present only such material as has a wide appeal or answers a known specific need. • To this end the Editorial Board of the *Arizona Teacher-Parent* encourages reader contributions that meet the above requirements reserving however the right of editing or rejecting such contributions. Viewpoints expressed by authors are their own and not necessarily those of the Association.

FALL ISSUE, 1950

The Teacher's DESK

"CHILDREN"

"Children are often intolerant of poetry in books, because they have it in reality. They need no literary assistance in getting acquainted with the live qualities of objects, or endowing them with their true names. Their minds are like skies full of floating imagery, and with this they evoke the inmost essences out of common things, discovering kinships in nature incredible to science and intolerable to common sense.

The toast is a 'zebra.'

'Nothing with a tail' is a snake.

The cat purring is a 'bumblecat.'

The white eggs in the incubator have 'blossomed.'

But education soon robs them of this quaintness."

—Mar Eastman

Days have come and gone this summer, at their accustomed cadence, being neither halted nor hurried by mounting crises.

The clouds, skies, winds that come and go are always different but eternally the same. In one's more fanciful moments he may hear these phenomena of Nature laughing with compassion at wonderful, loving, loveless, compassionate, hating, healing, and killing man.

There is some of this steady and optimistic aloofness in children—who seem always to want to start all over again if we let them.

Teachers will see this in their faces and hear it in their voices this fall. It should give us new hope where hope is weary, a recurring pleasure; it will sweeten our memories. We shall know again that man is deserving of his best dreams.

Such thoughts as these make some of us ask what we shall do in school from day to day deserving of youth to help them gird themselves for and against the future. Some of the thoughts that press through our minds as we plan the school year are:

In our society, no person or group of persons *owns* any other person or group of persons. People cannot be property and be free. Yet in the history of even free societies people have repeatedly applied the rules of private property to other people who have not been in a position to resist effectively.

A parent may feel and act as if he *owns* his child. The employer may feel that he owns workers; the husband or wife often behaves as if he or she owns the other—thus depriving one of the rights of free people.

Teachers should look upon their pupils as free people.

J.N.S.

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From

THE PRESIDENT'S DESK

DR. AGNES M. ALLEN
A E A President

ONCE AGAIN IN THIS DECADE the school year begins with ominous war clouds on the horizon. War headlines, casualty lists, increased taxes, and government restrictions become a part of our daily experiences. Opposing ideologies have again clashed in a distant and little known or understood land. The impact of the struggle on our continued existence is reflected in a grim but calm acceptance of its necessity. The crisis again serves to strengthen our realization that Education is one of the most effective ramparts of a Democratic Society.

TEACHERS AND ADMINISTRATORS must meet the ever present problems of adjusting increasing numbers of pupils to inadequate space and equipment. To gear a school program in harmony with the needs of the pupils, and the demands of our democratic society within the framework of limited budgets and facilities challenges the best professional skills we may command in times of Peace. Armed conflict increases the problems and taxes the organization of the school system beyond the point of effective work in some instances. Yet the significance and importance of the task which Education must assume grows ever greater as efforts for a lasting Peace continue to embroil us in a War economy.

MANY PUPILS IN OUR SCHOOLS can remember naught but times of military conflict or armed truce. To many children and youth in our schools today, a condition of war is normal to their experience. To many children school offers the nearest approach to security they know. Families are separated or uprooted from one community and moved to another on short notice. Housing is frequently inadequate to the needs or means of the family. To a child affected by such problems the school may stand as one safe, secure anchorage in his turbulent existence.

A UNIQUE CONTRIBUTION which our generation may hope to render is a type of society in which the hopes and aspirations of a majority of its members find enduring satisfactions through avenues once reserved for a small number of the financially or intellectually elite. Having committed ourselves as a nation to the principle of free and universal education, we must face and shoulder the responsibility entailed in such a doctrine.

THE OBJECTIVES OF OUR EDUCATIONAL PROGRAM can never become static in a dynamic society



DR. ALLEN AS SHE SITS AT HER DESK IN THE NEW SCIENCE BUILDING AT THE ARIZONA STATE COLLEGE AT FLAGSTAFF. DR. ALLEN IS HEAD OF THE SCIENCE DEPARTMENT.

but even revisions of recent years concede a number of points essential to any education program. There may be differences of opinion on methods and techniques but the vast majority of the teaching profession accept as objectives of our system of education the following rights and privileges of every child.

(1) Basic training in the tools of communication: an ability to understand ideas as expressed in printed form and to express his own ideas effectively in speech and writing. A democratic society has nothing to fear from the free and open exchange of ideas and experiences. Perhaps its continued existence depends upon that very ability and right of all its citizens.

(2) A knowledge and appreciation of his cultural heritage. Reasoned philosophies of religion and politics have appeared, flourished and disappeared from the world scene but the things of the heart endure. Literature, art, music, drama and codes of ethics survive. To understand first our own and then other existing cultures may be the key to eventual international understanding. The very existence of schools and teaching as a profession implies much in the past is deemed worth preserving.

(3) An opportunity to participate in some creative effort of his own. Many of the tensions and frustrations of daily life are relieved by a creative expression of one's feelings and a sense of contribution to the social group. The result may not be a masterpiece in any field but its very production induces understanding and appreciation for the master creations.

(4) To secure a knowledge and understanding of as much of the physical and organic words as possible. The miracle of life, organic and physical processes command immediate interest to most children. They have a right to acquire habits of scientific thought in the solution of concrete prob-

(The President's Desk, page 36)

YOU HAVE A JOB TO DO — FOR "102"!

By WALTER MAXWELL — AEA Executive Secretary

ADMINISTRATOR AND TEACHER LEADERS from throughout the state will meet in Phoenix at the Hotel Westward Ho on Saturday, October 7. It will be the beginning of the all-out campaign for Amendment 102.

Members of the Arizona Citizens Committee for Equalization of School Taxes, PTA leaders and others contributing to the campaign will be in attendance to help plan the final four weeks of effort.

Emphasis will be placed on the fact that every member has a job to do. Everyone must do his share.

1. Get your copy of **AMENDMENT 102**, the AEA handbook which provides the full text and analysis of Amendment 102, copies of endorsements of the measure, information on progress of the campaign to date and other information and data on the AEA's tax equalization proposal.

2. Volunteer your services to your local teacher group. In every community of the state there should be an organized teachers' effort for Amendment 102, assisted by PTA leaders and lay people of the community concerned with the school tax problem. It is quite likely that your superintendent and the president of your local teachers' association will attend the planning meeting that is to be held in Phoenix on Saturday, October 7. They should then be able to provide you specific suggestions on how you may make your best contribution to the campaign. If no one from your community is able to attend the meeting on October 7, please write or telephone your AEA Headquarters and ask for assistance.

3. With your fellow workers, develop a plan which will bring some teacher into contact with each person in your community who signed a petition for Amendment 102 last spring. Many of these people will need to be refreshed on the reasons for our tax equalization measure. Questions will have occurred to them which you can easily answer—or which you can refer to others who have answers. Many will be interested in the leaflet which you can give them. (Refer to point 4, below, regarding the leaflet about Amendment 102.) Keep in mind that almost 55,000 Arizona voters signed petitions to place our

proposals upon the ballot. A total of 52,339 signatures were filed with the Secretary of State last May, and more than 2,000 additional signatures were received after the filing. Each person who signed is interested in Amendment 102. A friendly contact can insure his "Yes" vote!

4. Supply yourself with copies of the folder which explains Amendment 102 by means of simple drawings and graphs. This leaflet, brightly printed in blue and red, is a publication of the Arizona Citizens Committee for Equalization of School Taxes. You can carry a few of these leaflets with you so that you can conveniently distribute them to your friends and neighbors. The leaflet will answer many questions—though you will have to answer many others verbally, after you have studied the handbook on Amendment 102.

5. Help to build a big listening audience for the state-wide radio broadcast on Amendment 102 which will be carried by all stations of the Arizona Broadcasting System at 6:00 P.M. on three successive Monday evenings—October 23, October 30 and November 6. On these broadcasts you will hear people from different parts of the state explain the importance of Amendment 102 in bringing relief to the local homeowners and taxpayers of their areas. By means of these programs you can bring an additional education on Amendment 102 to the people of your community, as well as adding to your own understanding of the Initiative.

6. Urge everyone to VOTE on November 7. Urge them to vote Amendment 102—"Yes." But, above all, urge them to VOTE!

"Our Children Are Our Future"

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OF AMENDMENT 102

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MONDAY—OCTOBER 23

MONDAY—OCTOBER 30

MONDAY—NOVEMBER 6

LISTEN IN! AND INVITE YOUR FRIENDS AND NEIGHBORS TO LISTEN IN!
THEY'LL HEAR THE STORY BEHIND THE STORY OF 102!



When citizens understand school needs

VOTERS SAY "YES"

By ELAINE A. WALLER
Staff Writer, Rural Editorial Service

WHAT does it take to persuade people to vote themselves a 5.7 mill boost in tax levies?

When 80 percent of the Fargo, North Dakota, voters said yes to a \$2,000,000 bond issue for school buildings last year, Fargo uncovered the answer: It takes months of personal campaigning, hours of radio time, miles of type, photographs, movie trailers, window cards, and . . . determination.

What really happened was that Fargo voters talked themselves into the increase—through their Citizens School Committee.

Fargo, like practically every system in the country, badly needs new school buildings. Since 1943, each year's enrollment has exceeded that of the year before by from 75 to 100 children, and most of these were in the lower grades. The city is expanding on its outskirts. Many elementary buildings, 50 years old and older, are crowded firetraps, lacking gymnasiums, home economics and shop rooms, and other facilities.

The picture was clear: Fargo needed an over-all building program to care for present and future needs. The board of education, aided and abetted by teachers and administrators, drew up just such a plan, the All-Fargo School Plan. It called for the construction of a new junior high school and an addition to an existing junior high building.

The price tag was \$2,000,000.

Would the voters pay the price? School people believed that they would, gladly and understandingly.

Citizens committee takes over

Their first step was to sell the Chamber of Commerce and labor groups on the seriousness of the schools' problem. Convinced community leaders in these organizations wasted no time in forming the Fargo Citizens School Committee, composed of the Fargo Parent-Teachers Association, the Fargo Trades and Labor Assembly, the Fargo Chamber of Commerce, and Fargo Junior Chamber of Commerce. Press, radio, and churches promised their support, and the campaign was on.

In weeks that preceded the election, hardly a single Fargoan, unless he hibernated completely, could have existed without hearing or seeing something about the All-Fargo School Plan.

Visit his luncheon club, and a business man, a speaker from the Citizens School Committee, was there to spread the good word. "As Fargo grows, its schools must keep pace."

Open his newspaper, and pictures and headlines told him the woeful tale of inadequate school buildings. "Would you believe this could happen in Fargo?"

Turn on his radio, and a panel of laborers, professionals and businessmen would be discussing the costs for value received. "The cost to each resident of Fargo would average less than one cent per day."

Stop in at a union meeting, and the president of the trades and labor assembly would be on hand to stress labor's need for good schools. "Better schools make a better community in which to live."

Attend the movies, and before his eyes flashed: "Vote for the All-Fargo School Plan on April 20." Go shopping, and in every store window two youngsters appealed to him from a poster, a boy and a girl standing on their school steps and beaming the captions "All-Fargo School Plan . . . For Us."

School people in background

The beauty of the campaign was that lay citizens were doing all the "showy" work. School people didn't have to be afraid of being criticized for "blowing their own horn." There were plenty to blow it for them. They worked in the background, ready to hand out statistics, photographs, and any other needed campaign ammunition.

Meanwhile, subcommittees were dispatching speakers to every community group that so much as had a mailing list; writing spot announcements and arranging panels for radio publicity; distributing posters; and compiling a six-page brochure that told the schools' story through the question-and-answer approach.

Fargo's daily paper, the *Forum*, assigned one staff writer to handle the campaign. Every day during the two weeks before the election, the paper ran articles and photos on school inadequacies. Few Fargoans could have ignored the unposed, untouched shots of youngsters sitting on the floor in a crowded study hall; the worn wooden steps in a firetrap building; a clothing class basting blouses at makeshift tables in the hall between rows of old

(Voters Say "Yes," page 35)

IS TEACHING A PROFESSION?

By DR. W. CRAIG THOMAS

THE self-imposed raising of standards and insistence upon the maintenance of high standards already set mark the beginning of a sense of professionalism in any group. But considerable controversy still exists as to whether or not the field of teaching constitutes an actual profession.

According to Webster a profession is "the occupation, if not commercial, mechanical, agricultural, or the like to which one devotes oneself." A few years ago in an informal talk, Dr. John S. Brubacher expanded somewhat on that definition. After pointing out that teachers possess what in medieval times would have been called a "mystery"—a monopoly of a certain type of skill or knowledge—Brubacher went on to say that a member of a true profession, in possession of a "mystery" like medicine or law, sets his own income, his own hours, and the place in which he works; he joins with other members in his profession to protect the mystery, and he aids in policing his profession and maintaining its standards.

If we accept Brubacher's expansion of the original definition, does teaching then come under the concept of professionalism? Without question, teachers are the possessors of what amounts to a "mystery"—even occasionally to themselves. But beyond the two factors of possession of a mystery and the raising of standards, the definition Brubacher states for professionalism no longer applies. Most teachers obtain their jobs like any other worker through employment agencies or placement bureaus. Their wages, hours, working conditions, specific assign-

ments, and service loads are determined for them by someone else, who also policies their ranks, determines local standards above the established minimum, and dismisses them if the state tenure law permits. This similarity between teachers and other working people has contributed to some extent to the widening gap that exists between teachers and administrators—a gap that sets up a virtual division of education into management and labor.

What we can do

If, however, we still maintain that education is a profession, then we must establish some other definition for professionalism. The possession of a mystery, obtained through personal effort

in the labyrinth of advanced study, we can retain. The maintenance and improvement of standards for and by members of the group we can also retain from the earlier definition. Now what can we add to make up a complete statement of what we mean by professionalism?

A number of commissions and groups have sought to set up a Code of Ethics for teachers, based on those of the medical and bar associations, in the belief that such a code automatically marks a group as professional. But plumbers can have a Code of Ethics; so can jockeys, and probably do have.

One of the real marks of maturity and the development of professionalism in any person or group of persons is the voluntary acceptance and employment of self-discipline — a discipline (Profession? page 27)

★ ★ ★

Peter Does Not Get Along With His Teacher

By MRS. EDWARD L. BROTHERS
Bradley Beach, New Jersey

SHE was young and altogether charming. She was Peter's mother. She was still a little breathless when she stopped her car before her friend's house on her way to the PTA meeting.

I want to get to the meeting early tonight Marion. I want to have a little talk with Mr. Harding before the meeting starts. I want to talk to him about Peter's teacher.

Peter just does not get along with his teacher. Their personalities clash. She does not understand Peter at all. She will not believe what he says, and even tells me that he tells lies! I tried to explain that all children have fanciful ideas.

And there is trouble with his homework. Peter is forgetful. After all he is only a child, and I have asked her to write out his homework for him every night. What do you suppose that she had the nerve to say? She said Peter must learn to copy his own homework! If she feels that way about it, she'll have to put up with his forgetfulness.

Then she's been keeping him after school just for teasing some little children. I'll admit Peter's a tease. He's just like my brother who's always playing tricks. Peter teases me too. Why, whenever I try to do any telephoning when he is at home, he keeps pulling the receiver out of my hand and making such a racket that I cannot hear. But I don't punish him. I do my telephoning when he is not around. I don't see why she can't settle the children's problems just as easily. That's her job.

The trouble is she has no patience. She's just like my sitter. I had to tell

her that I couldn't have her again. That girl had the nerve to slap Peter the other night for something that was her own fault. He cut the pillow ticking and let all the feathers out. And who let him get the scissors? Why, she did, and then she blames a child!

Jim's sitting with him tonight and he is sore about it. He got home late from the office and wasn't any too good natured; said he'd knock the kid's block off if he let out one peep. Jim's so rough at times. I wanted him to talk to Mr. Harding. I told him he ought to have his own child's interest at heart. But he wouldn't. Said he didn't intend to make a fool of himself, but I could do as I pleased.

Well, here's the school! I see you got time to bake a cake. I wanted to, but Peter complained about a headache when he came home for lunch so I kept him home this afternoon. Of course I can't do any baking with Peter home. So I had the baker send me one.

As I say, I kept Peter home this afternoon, and sure enough his teacher called to find out why he was absent. But all she seemed to be worried about was that he would miss the test that they were to have. I told her that I had a sick child to worry about, not a test.

Oh, there's Mr. Harding going into the school now. Let's hurry. I want to leave this cake before I talk to him. I hope that they won't notice that the icing is a little messy. Peter sampled it. I tried to hide the cake, but he is so observing. He found it right away. Just imagine that, and he is only ten years old; OH, MR. HARD . . .



"My parents don't dare punish me . . . They're afraid it'll affect my personality."

A REPORT TO THE PROFESSION

By WILLARD E. GIVENS,
NEA Executive Secretary

LIKE the old lady who lived in a shoe, the schools, in general, already have so many children they cannot take care of them adequately. The number is rapidly increasing.

Whenever school enrolment increases at a rapid rate, school authorities are forced to provide temporary arrangements. The first step is usually to enlarge classes, followed by such improvisations as using corridors and basement rooms; then nearby stores, churches, and auditoriums are rented for classroom use. The last resort is curtailing the amount and quality of education by having pupils in the most over-crowded schools attend in two or three shifts.

Reports show that over-crowding is so serious in more than three-fourths of the nation's schools in cities above 500,000 population that some students are denied full educational opportunity. In nearly one-half of the large cities school officials are hunting shelter with which to provide full-day sessions for some of their school children.

Western states hard hit

The far West, still the land of wide open spaces and magnificent distances, is particularly hard hit. While the more heavily populated centers are more frequently forced to resort to half-day sessions than are the rural areas and small towns, it is in the latter that the highest percentage of children are jammed into cramped quarters.

In communities of all sizes, in the elementary schools, where all children need the individual adjustment and guidance demanded by the beginner, teachers are the most handicapped in their professional services by sheer numbers.

Assembly line methods have no place in the school. There is no standard human being. Children differ from one another. They differ in ability, in health, in interest. They come from widely varying backgrounds. Some are children of parents who are well educated, economically secure, socially established. From other extremes of family poverty, ignorance, and irresponsibility come many thousands of boys and girls who depend almost solely upon the school for the intellectual development which determines whether they are to be assets or liabilities in the

democratic society of which they are a part. The school must adapt its services to differing needs of pupils.

The increasing inability of hundreds of communities, because of the growing population, to provide adequately for the individual care of their children is cause for national alarm. With part-time pupils in idleness or running the streets, victims of safety hazards, and prey to questionable diversions, our overcrowded schools are a community problem of the greatest magnitude.

A half-century of growing schools

The American people early based their hopes for popular government upon citizens educated in a system of popularly supported schools. John Adams expressed in the following words the policy that has long been accepted:

"The whole people must take upon themselves the education of the whole people and be willing to bear the expense of it."

This was a fateful decision.

Invited to acquire an education at the expense of a whole people, American children accepted the invitation. With increasing acceleration, school enrolments grew. In 1900 there were nearly 15,000,000 pupils in the free public elementary and secondary schools. At mid-century the enrolment in these schools has reached 25,000,000.

Decade by decade the schools have grown until universal education approaches realization. Yet, according to the Census Bureau, more than four million children age 5-17 are not enrolled in any school.

*This article is the first in a series of three which will summarize Dr. Willard E. Givens' *Annual Report of the Profession to the Public*. In this report Dr. Givens, Executive Secretary of the National Education Association, has summarized the problem of greatly increased school population. This first article tells the story of the population increase; the second will discuss housing and finance needs; the third will deal with teacher supply.

Each year at all levels as a result of the increases in school population the over-all cost of education has necessarily mounted. There is no escaping the obligation, and the benefits are so broad as to defy accounting. The schools have provided the skill for military defense when needed and the technical ability at all times for the most magnificent development in industrial production which the world has ever seen.

Why school enrolments have increased

The population of the United States has almost doubled since 1900. In 1947 the totally unexpected happened. A stark that in 1933 had brought less than 17 babies for every 1,000 of population suddenly showed up in 1947 with 27 babies per 1,000. This rate of arrival first jumped significantly in 1942. These youngsters are now in the elementary schools. Their little brothers and sisters will in due time be knocking at the school house door. The focus is on the schools and nearly 100,000 teachers with substandard certificates have been recruited.

A twentieth century migration of large scope was packed into the few years of the World War II when more



Reprinted from *Better Homes & Gardens*.

than 8,000,000 Americans moved their residences across state boundary lines. The Bureau of Census in 1947 estimated that two out of three persons living in the west had migrated there.

To regions inundated by migration, the problems of school plant, of school personnel, and of the educational program are in the long run not different from those areas where the birth rate has tremendously increased. A seat, a teacher, a curriculum adapted to his needs must be available to every pupil.

As the educational program and the methods of instruction improved during the first fifty years of this century children stayed in school longer. This was partly due to a lengthened term. The average number of days in which the public schools were in session increased from 144 in 1900 to 176 in 1947. The holding power of the schools became better as the quality of their services improved. Of 1,000 pupils in the fifth grade in 1907, only 139 were graduated from high school in 1914; of 1,000 in the fifth grade in 1935, 467 were graduated in 1942.

Numerous other factors have tended to increase the school population and should be given casual mention here. The trend toward abolition of child labor has kept more children in school, and as families have improved their status they have given their children the advantage of more education. The lengthened life span has resulted in a longer average school span. Transportation of public school pupils and urbanization have facilitated attendance for many. However, one of the most important reasons for heavier school enrolment lies within the development of the educational program itself.

Cause of growth psychological

In summary, we might say that the causes of school population growth are varied but perhaps the most important single cause of the phenomenal expansion of the American school system in the first half of the century is not any of those we have enumerated. It is purely psychological. It is the aspiration of American citizens for their children and for the future of democracy based upon a literate citizenry.

Illiterate parents were happy to have their children read and write. Fathers and mothers who had only an elementary education made sacrifices to send their children thru high school; those who have completed high school point with pride to the graduation of their children from college.

Universal appreciation of education as an enrichment of the life of the individual, as a basic experience for all who hope to find the good life in a democratic society, is a goal toward which the American people are traveling and from which they will not be deterred.

THE FAITH

By WHICH WE LIVE

PRESIDENT TRUMAN

An excerpt from the President's inaugural address of January 20, 1949.

IT IS FITTING, therefore, that we take this occasion to proclaim to the world the essential principles of faith by which we live, and to declare our aims to all peoples.

The American people stand firm in the faith which has inspired this nation from the beginning. We believe that all men have a right to equal justice under law and equal opportunity to share in the common good. We believe that all men have the right to freedom of thought and expression. We believe that all men are created equal because they are created in the image of God.

From this faith we will not be moved.

The American people desire, and are determined to work for, a world in which all nations and all peoples are free to govern themselves as they see fit and to achieve a decent and satisfying life. Above all else, our people desire, and are determined to work for, peace on earth—a just and lasting peace—based on genuine agreement freely arrived at by equals.

In pursuit of these aims, the United States and other like-minded nations find themselves directly opposed by a regime with contrary aims and a totally different concept of life.

That regime adheres to a false philosophy which purports to offer freedom, security, and greater opportunity to mankind. Misled by that philosophy, many peoples have sacrificed their liberties only to learn to their sorrow that deceit and mockery, poverty and tyranny, are their reward.

That false philosophy is communism.

Communism versus democracy

Communism is based on the belief that man is so weak and inadequate that he is unable to govern himself,



and therefore requires the rule of strong masters.

Democracy is based on the conviction that man has the moral and intellectual capacity, as well as the inalienable right, to govern himself with reason and justice.

Communism subjects the individual to arrest without lawful cause, punishment without trial, and forced labor as a chattel of the state. It decrees what information he shall receive, what art he shall produce, what leaders he shall follow, and what thoughts he shall think.

Democracy maintains that government is established for the benefit of the individual, and is charged with the responsibility of protecting the rights of the individual and his freedom in the exercise of those abilities of his.

Communism maintains that social wrongs can be corrected only by violence.

Democracy has proved that social justice can be achieved through peaceful change.

Communism holds that the world is so widely divided into opposing classes that war is inevitable.

Democracy holds that free nations can settle differences justly and maintain a lasting peace.

These differences between communism and democracy do not concern the United States alone. People everywhere are coming to realize that what is involved is material well-being, human dignity, and the right to believe in and worship God.

I state these differences, not to draw issues of belief as such, but because the actions resulting from the Communist philosophy are a threat to the efforts of free nations to bring about a world recovery and lasting peace.

ESTIMATED ENROLMENTS

1950-1951

	Elementary	Secondary
Public	20,711,000	5,492,000
Private &		
parochial	2,947,000	645,000
Federal	28,000	5,000
Total	23,686,000	6,142,000

(Estimates of Federal Security Agency)

A TILT OF THE TOP HAT

To The Crane School At Yuma

**MRS. LOTTIE HESS reports
on an outstanding music program**

"OUR classroom teachers feel that perhaps the most important contributions made by our music program are in the effect on the general attitude and social adjustment of the youngsters," says Lottie Parks Hess, music supervisor of the Crane Elementary School, Yuma, Arizona.

"Children are able to taste success in the music class and it is sometimes worth more to them than vitamins," she added, explaining that the class piano project was worked out as a simple way of teaching children to read music.

"The effective teaching of music reading has always been a difficult problem for music educators. It is my personal opinion that it is difficult to teach a child to read music through singing since his voice is too uncertain. He can strive for the right note but has no assurance that the note he utters will come out correctly as he has when he presses the right key on a musical instrument," she wrote.

A survey of the 262 intermediate grade school pupils showed that only 28 were studying piano privately and only 42 others were enrolled in the school's instrumental program. The need was obvious, and the children showed that they were anxious to try their hand at piano playing.

No charge for lessons

Since the school budget would not allow the use of elaborate materials, it was necessary to organize piano classes that would cost almost nothing.

The lessons are now given without charge to all fourth, fifth and sixth grade pupils. Some preliminary work is also done with the third grade youngsters. Singing and listening periods are often added to the class piano instruction during a typical music class.

Such lessons are not regarded as a special activity but are integrated with the other music activities to form the general music program. They are not designed to make fine pianists of the children or to infringe on the field of private piano teaching. Mrs. Hess hopes, in fact, that the lessons will stimulate interest in studying privately and already has interested many pupils in obtaining a piano and taking outside lessons. The class lessons are designed only to teach children enough so they can play simple tunes and accompaniments for songs.

Wholehearted faculty support

"Our classroom teachers support the program wholeheartedly," Mrs. Hess declared. "A child who has found the music periods interesting and stimulating is easier to work with the rest of the day. Interests developed in music class can be capitalized on in social studies, language, arts and other subjects. The reverse is also true, with the result that the life of the child can be greatly enriched by integrating his music experiences with work in other fields."



"School superintendent Warren Sirrine, who had set down the school philosophy of doing everything possible to develop well-rounded personalities in the students, is heartily in favor of the project because of its contributions to the children's personality development.



To The Prescott Junior High School

**MRS. MATTIE McDANIEL
tells how her school cut the pupil load in half.**

EXPERIMENTS conducted in the Prescott Junior High School have convinced teachers that the "core curriculum" approach aids and accelerates the learning process.

Beginning in the seventh grade, in 1947, reading was integrated with social science, language, spelling, and penmanship. The result was so gratifying that the plan was continued the next year and introduced into the eighth grade.

At the same time, two instructors taught ninth grade experimental classes integrating English and Social Science. While in the experimental stage, one of these teachers continued conducting English classes and the other taught Social Science as a single subject. The results were so gratifying that in the 1949-50 school year all English and Social Science in the ninth grade is taught integrally by three qualified and interested instructors.

Student interest the goal

The primary aim of the project was to fit a teaching program to the needs of the individual student in light of his interests and abilities. It was hoped that the student would emerge as a well-informed citizen, fitted to take his place in the world and equipped with the ability to achieve ease and effectiveness in individual self-expression.

Materials were selected from current publications, films, novels, and classical literature. Extra credit was given

for work done in addition to the minimum requirements, such as drawings, maps, memorization, and bulletin board displays. Opportunities for dramatizations before assemblies or for classroom enjoyment often occurred.

Results gratifying

The students seemed to feel that they had accomplished more than they would have in two separate classes. Skill in reading, composition, and oral expression were improved. Techniques did not tend to become static; oral reading opportunities were countless; and the students were alert for correlative materials in magazines, home libraries, and public libraries.

It appeared to instructors that the individual's sense of responsibility, as well as his resourcefulness and initiative, were developed. In addition to this, an awareness of the place of art, music, science, architecture, and religion in the culture of a nation became evident.

From the standpoint of the instructors

Certainly something should be said of the experiment from the standpoint of the instructors. In cutting the pupil load in half, the teachers found that the work load decreased comparably. Paper grading, that classroom bugaboo, was lessened considerably. And, last but not least, such classes are rich in opportunities for individual guidance. Such guidance is the most effective, is it not?

WE DO TEACH THE BASIC SKILLS

By
BERNARD BAUMGARTNER
Arizona State College, Tempe

THE work of teachers in the public schools would be greatly simplified if they could suddenly discover a way to insure the mastery of the basic skills by every child.

Many are skeptical of the problem approach to learning. Some parents question the wisdom of following a technique which is different from those methods which were used when they were in school. Some teachers do not feel secure when deviating from textbooks, and are challenging the modern approach to teaching. They doubt the value of the kind of teaching which takes the students into the community and the library to gather information to use as a basis for drawing their own conclusions. One of the chief arguments used is that the problem-solving method fails to develop power in the use of the basic skills.

To obtain objective data as a basis for judging the effectiveness of the problem approach a unit of work was chosen from the field of communication.

The study was developed with a group of sixth grade pupils at Tempe Grammar School and the unit was adapted from the plan suggested in the experimental edition of the Arizona Social Studies Guide which was issued in 1948.

During the time the study was in progress a total number of fifty pupils were in attendance at one time or another. Of these fifty pupils, only twenty-seven were in attendance from the time the study began until it was completed. This lack of stability in the class necessitated a great deal of flexibility in carrying out the unit of work. Each pupil was treated as an individual, and new phases of the problem were constantly arising. Consequently, even though the basic plan was followed, many changes were necessary.

DATES TO REMEMBER

AEA DELEGATE ASSEMBLY

December 1-2, 1950

Phoenix

AEA CONVENTION

April 6-7, 1951

Tucson

The term "problem approach," as used here, refers to that method which allows the pupils freedom to help select their problems for study, to participate in planning with the teacher the ways and means of solving these problems and the freedom to draw their own conclusions.

The basic skills referred to consist of such reading skills as comprehension and vocabulary, such work-study skills as the use of the basic reference tools: the index, encyclopedias, almanacs, the dictionary, charts, graphs and tables, and such language skills as the ability to punctuate and capitalize, to spell and to use common words correctly.

Problems of the transient

Most of the work done by the class was accomplished through committees. Five topics were named by the children as being the important phases to study and each selected the phase on which he wanted to work. The plan called for five committees: the development of writing and the newspaper, inventions that aided communication, the effect of movies on communication, the postal service, and transportation as it affects communication.

Having children working in committees helped to solve the problem of caring for the transient child. The first day he was a member of the class he was selected to act on a committee and was given a definite job by the committee chairman. Thus he became acquainted with the children and had the feeling of belonging to the group.

The basic textbooks were used a great deal—not for daily lessons, but as reference sources. Integration of subject matter was striven for throughout the study. The special teachers were often consulted and gave a great deal of help in carrying out the various activities of the unit.

Cooperative action.

The art teacher, Mrs. LaVern Feeney, helped the pupils with their large murals on communication and transportation as it affects communication. She helped each committee with the posters which they made to help other members of the class obtain a better understanding of the data they had discovered in their search for information. She helped them make more attractive bulletin board displays.

The industrial arts teacher, Mr. Burt Hollis, helped the children build their telephone and telegraph sets. He helped them in their experimenting with the Morse Code. He helped them build models of early ships, trains, stage coaches, airplanes and automobiles.

The librarian, Mrs. Mildred Donham, gave extremely valuable aid during this study. She helped the pupils find material and guided them a great deal in their search for information. As groups went to the library she helped them apply in their use of such references as encyclopedias, almanacs, magazines, and newspapers the abilities which they had acquired through the classroom experiences. She helped them find pictures on their material, and she helped them make book displays pertaining to their work.

The visual aids teacher, Mr. Robert Williams, secured pictures, film strips and motion pictures to help the pupils illustrate certain phases of the work of transmitting messages and transporting goods.

Growth exceeds expectations.

According to the authors of the Iowa Every Pupil Test of Basic Skills, the normal growth for these pupils from the time the study was begun until it was completed is four months. The actual growth made by the pupils in the reading skills during this time was eight and two-tenths months. In other words, the growth made exceeded normal growth by four and two-tenths months. The actual growth in the language skills made by these pupils exceeded the normal growth by three and four-tenths months. These pupils exceeded normal growth in the work-study skills by five and three-tenths months. The actual growth in the work-study skills was nine and three-tenths months.

The pupils who made up the class were not a group from whom one should expect exceptional growth. When the Otis Group Intelligence Test was given a median intelligence quotient of 94.5 was indicated.

SONNET FOR THE FIRST DAY OF SCHOOL

In a starched dress and stiff unscuffed shoes,
You bring your outdoor wonder into school—
Name taped on all the things that you might lose,
With a new pencil box and varnished rule.
The untried implements of one who knows
Better how fish are taken from the weirs,
Or where sweet grass in a salt meadow grows.
And how sea urchins cling to ancient piers.
Lightly across this lintel, like a brook,
You leap to the abstractions: paper, ink,
Hoping to seize the story from a book.
Nor would I hold you from this novel brink.
Glad you think nimbly, as your feet are quick,
For poems have grammar: stars, arithmetic.
Ulrich Troubetskoy
(Reprinted by permission from the Christian Science Monitor)



For University of Arizona students the general library is the heart of the university. It is a focal point for the entire student body; and during the morning hours particularly students are drawn by the warm winter sun to the south library steps for brief between-class chats, and to spend open-class periods as well as excursions to bookshelves and learning.

CONSISTENT growth since its first classes were opened in 1891 has made the University of Arizona a leader among the state's educational institutions of higher learning. The university this fall has opened its academic activities—teaching, research, and extension—with a student enrollment of 6,200 for its regular resident fall semester, the highest student registration in its history.

During the past year the University of Arizona served 8,976 different students in its regular session, summer session, and programs of correspondence and night courses.

From the date of its founding, 1885, the state university has developed its physical plant to a value of \$11,000,000. Its faculty and staff has grown to 675 persons. The original colleges of mining and agriculture are now among 10 highly-ranking colleges which indicate the expanse of the educational offerings—Agriculture, Business and Public Administration, Education, Engineering, Fine Arts, Law, Liberal Arts, Mines, Pharmacy and Graduate Studies; and schools of home economics, military science and tactics, and music.

UNIVERSITY OF ARIZONA

TUCSON

Address All Inquiries to Director of Admissions

CHILDREN LEARN AND TEACH



"That's a terrific improvement!"

THE room was well lighted and attractive, with many centers of activity. It seemed more like a room in a well-lived-in home than a schoolroom. A caged canary and an aquarium occupied opposite corners. Colorful pictures, including the children's art, were hung about the room with an air of belonging. Equipment was scattered with indications that it was being well used.

The boys and girls in Miss Mildred Thurston's primary group at the University of Chicago Laboratory School were busy drawing pictures of a man. A hush of concentrated activity hung over the room. They were all trying to do their best, for soon they would compare these pictures with ones they had drawn earlier in the year, to see if there was any improvement.

Young art critics

When the 25 youngsters had finished their productions, they walked up to the front of the room, waving their masterpieces as they went, and squatted on the square of green rug in front of Miss Thurston. From a large manila envelope Miss Thurston pulled the "man drawings" each child had made during the first week of school.

"Here is the drawing Barbara did last fall," she said. Now let's see what

kind of a man Barbara has drawn this time. We will hope that she has shown improvement in her art work since the first of the year and that all the rest of you have, too."

Barbara arose and smilingly handed her drawing to Miss Thurston. The children were as quick as Miss Thurston to notice progress. "That's a terrific improvement," one little girl squealed, and another sighed, "Yes, that's a lot better!"

Each pair of drawings was appraised by teacher and pupils before it was put into the manila envelope. Not all were without flaws. Lucy had not followed directions and had added a tree to her drawing. Mitchell had put some extra marks on his, too. Miss Thurston's correction was slight but firm. Only Gail's, in the eyes of her audience, failed to surpass her earlier work.

The whole situation was one of relaxation and confidence. The children heard their comrades' criticisms and accepted them without objections. The teacher stayed in the background with her remarks and directed the spontaneous pupil comments.

When Miss Thurston sensed that the children were becoming a bit restless, she suggested a session in rhythms. Smiles and laughter from every one of the primary pupils were followed by

in this primary classroom where ease and security are the keynote and a skillful teacher makes each child feel able to do his best.

by

CATHRYN A. SPELTS
Nebraska Educational News

and

GLADYS M. TROTT
Education Reporter

excitement and activity. John and Jan were assigned to collect the crayons while others moved chairs and desks to the sides of the room. With everyone carrying out his duties quickly and easily, the area was soon transformed into a ballroom for the eager dancers.

As Miss Thurston plugged in the phonograph, the children reassembled on the rug in front of her. Then the strains of "Skip to My Lou" echoed through the room. Boys and girls began to nod and tap, fascinated by the rhythm and anxious to dance.

They dance as they feel

"Joan, will you begin the dancing for us?" Miss Thurston asked.

Without any sign of shyness or showing off, Joan walked calmly to the clear space in the center of the room. She paused for a moment, seeming to decide what step to do. Then in perfect time to "Skip to My Lou" she danced a simple step and turned cartwheels. Her ease of motion and the expression of satisfaction on her face showed she was finding an outlet for deep feelings. Her performance was as graceful and beautiful as a ballet dancer's.

Gently, the teacher urged the youngsters to dance as they felt, to try something new. Regularly she changed the tempo of the music, to inspire varied steps. First the children danced individually, then in mixed couples.

Miss Thurston was generous with her praise, too, but she didn't hesitate to suggest more concentration on the rhythm.



NEA CONVENTION
JULY 7, 1950

ARIZONA'S
DELEGATION

THE MOST INSPIRING EXPERIENCE

MISS RUTH FOSTER, Yuma High School Teacher, tells the story
of the NEA Convention in St. Louis, Missouri, July 2-8, 1950.

MORE THAN 4,000 TEACHERS from the U. S. and its territories assembled in St. Louis, July 3-7, to attend the 88th Annual Meeting of the National Education Association. A Representative Assembly of 3,300 delegates transacted business of the organization, and 800 leaders conducted sessions of more than 20 NEA departments.

The teachers' convention is always so big that it is impossible to cover it all, but attending is the most inspirational experience a teacher can have. Besides the large and small sessions characteristic of any convention, the contact with others whose interests and problems are similar affords an unusual opportunity for an exchange of ideas and formation of new friendships. Though it is impossible to remember all that is said at any of the conventions, highlights remain with the participants a long time.

A nation handicapped

This year, this was especially true of the timely address by John W. Furbay, director of Air World Education, Kansas City, Missouri, who emphasized improved relationship between races. He called for an elimination of prejudice, calling attention to the fact that a large majority of the peoples of the world are dark-skinned and that many of them have evolved cultures comparable to those of the light-

skinned minorities. In addition, he stressed the need for Americans to become bilingual enough to converse with people on other parts of the globe.

Said he, "We Americans have been one of the most handicapped nations on the face of the earth, linguistically. We are the only important nation whose educated people speak only one language. If we ever become linguists, we shall have to begin the study of languages in the elementary schools."

Other convention speakers praised

the achievements of the public schools but occasionally bristled at the attacks of those who disparaged the effectiveness of America's educational program. In his keynote address, Dr. Andrew D. Holt warned, "While constructive citizens' committees for education have been springing up the country over there have also come into being certain other groups whose primary interest apparently is to weaken the public schools, at least to arouse public doubt concerning the value of their program. These groups have lambasted us for failing to teach the three R's; for giving too many vocational courses, or too few vocational courses; for over-emphasizing athletics, or for under-emphasizing athletics. Their main purpose seems to be to discredit our school programs—whatever they may be."

Harold Benjamin, dean of the College of Education, University of Maryland, gave a more detailed account of criticism leveled at the schools. Dr. Benjamin said, "The enemy is trying our line with a number of local probing raids attempting to find out where we are weak or strong, testing his methods of attack, recruiting and training his forces, building up his stock piles, filling his war chest, and organizing his propaganda units."

Each afternoon smaller group meetings devoted their time to various topics (Inspiring Experience, page 40)



DR. CORMA A. MOWREY, PRESIDENT
NATIONAL EDUCATION ASSOCIATION

CLASSROOM TEACHERS MEET AT NATIONAL CONFERENCE

FREDA LOUISE and W. L. CLEMENTS

tell the story of their experiences at the National Conference of Classroom Teachers, Lindenwood College, St. Charles, Missouri, July 10-21, 1950

THE BEST CONFERENCE of them all. This was the opinion of some three hundred fifty teachers from every state in the Union and its possessions. What made it the best conference to date? There were a number of reasons, but the top one was the excellent job of organization done by Hilda Maehling, national classroom teachers' secretary, and her staff. Every phase of the conference, down to the minutest detail, gave evidence of having been very carefully planned.

A program unique

The two weeks conference, held this year on the beautiful campus of Lindenwood College at St. Charles, Missouri, was unique in the nature of its program. It was divided into three general parts. The first was a three-day session on International Relations; the second, a three-day discussion on the functions of the N.E.A., the state and the local teachers' associations; and the third, a three-day demonstration and discussion of group dynamics. Interspersed with these, usually in the evening, were visual aids demonstrations showing how the material pertaining to the discussion topics could be used in the classroom.

The International Relations Conference, headed by Dr. William G. Carr, secretary of the educational policies committee of the N.E.A., was a new undertaking and rather significant at this time. It was built around five major topics: The Foreign Policy of the U. S.; International Organizations; Nuclear Energy; Foods and People; and Human Rights. Such prominent speakers as Dorothy Fosdick, a member of the policy planning staff of the department of state, who explained the functions of "The Foreign Policy of the U. S."; William Agar, Chief, Headquarters Section, Special Service Division, United Nations, speaking on "International Organizations and the Promotion of Peace"; R. Will Burnett, Professor of Education, University of Illinois, "Nuclear Energy and the Problem of Peace"; Florence Reynolds, Chief, Information Section, Food and Agriculture Organization, Washington, D. C., "Food and People"; Everett R. Clinchy, President, National Conference of Christians and Jews, "International Aspects of Human Rights"; and Edgar Dale, Research Associate Head, Division of University Curriculum, Ohio State University, "The Young



MARY VIRGINIA MORRIS

American Citizen, His Rights and Duties in a World Community." Each of these speakers made a special effort to explain how an enterprising teacher could utilize the topic of his or her discussion in the classroom.

Following the addresses at both the morning and afternoon assemblies the group adjourned to the various sectional meetings. Here each person had the opportunity to express himself. Discussion guides were provided everyone, giving the background and some factual information on the subject under discussion.

One sentence summaries

At the close of the International Relations Conference, Dr. Carr made a one-sentence summary of each of the principal speakers as follows:

1. The United States is the leader of the free world; we must act responsibly. (Miss Fosdick)
2. The United Nations is our best hope for peace; we must support it loyally. (Mr. Agar)
3. Nuclear Energy unlocks the door to a new world; we must enter it boldly. (Prof. Burnett)
4. Half the world is hungry; we must share generously. (Mrs. Reynolds)
5. Diversity rather than uniformity is the source of our strength; we must work together fraternally. (Dr. Clinchy)
6. The human family stands at the threshold of exhilarating opportunities; we must go forward hopefully. (Dr. Dale)

The climax of the International Conference came the last night when the twenty-seven foreign students from sixteen countries presented an informal program. They were a grand group and entered into the fun wholeheartedly.

Many practical suggestions

The functions of the national, state, and local associations were not only explained, but the problems of each were fully discussed during the next three days. Many practical suggestions were made, and much valuable information (Classroom Teachers, page 25)



Arizona delegates shown with national officers at Lindenwood. Left to right: Nell Wilcoxen, Phoenix, Southwest Regional Director; Hilda Maehling, National Secretary; John P. Hindman, Casa Grande. Back row center: Freda Clements, Creighton School, Phoenix; Dr. Karl Berns, NEA Staff. Center front: Mary Virginia Morris, president, NEA Department of Classroom Teachers; Maria Urquides, president, Tucson Education Association; Jane Robb, department treasurer; Lois Carter, department vice-president; Gertrude McComb, NEA treasurer; and W. L. Clements, Phoenix Elementary Schools.



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"This Step Is Admittedly Radical—"

DR. JOHN DALE RUSSELL said, as he addressed the **Conference on Teacher Education and Professional Standards**, Bloomington, Indiana, June 27-30, 1950.

THERE are large numbers of institutions today that are not accredited by the American Association of Colleges For Teacher Education and that are producing graduates who compete for teaching jobs on equal terms with the graduates of the accredited teacher colleges," said Dr. John Dale Russell, Director of Division of Higher Education, Federal Security Agency.

Dr. Russell went on to say that a program for the evaluation of teacher

accrediting institutions must be a co-operative venture among the representatives of the institution, the state departments of education, the officials of the local school systems, and the members of the organized profession. These groups must first agree upon the qualifications of the product of the teacher-education institution and then unite to enforce the standards they have agreed upon. He strongly recommended the establishment of a council with sufficient power and prestige to



Representing Arizona at the 1950 National Conference on Teacher Education and Professional Standards were seven educational leaders. Left to right: Lois V. Rogers, Assistant Executive Secretary of the AEA; Thomas P. Tammen, AEA Vice-President; Ruth Foster, Yuma High School teacher; M. L. Brooks, State Superintendent of Public Instruction; Alice L. Vail, NEA State Director; Mrs. Nell Wilcoxen, Phoenix Elementary Teacher; and Paul E. Hollister, Douglas Junior High School teacher.



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evaluate the program of any such institution and commented that "The creation of anything powerful nearly always has dangers, but that fact has not restrained men from inventing and using dynamite, or from investigating nuclear fission."

Professional action urged

"The step I am here suggesting is admittedly radical," said Dr. Russell as he suggested restrictive membership in professional organizations. "Suppose the National Education Association and every state education association would resolve that hereafter no new member would be admitted into full professional status who had not completed a required course of study in an accredited institution of teacher preparation. Not only would our position as a profession be strengthened, but the institutions which now annually flood the market with job-seeking applicants whose preparation for teaching is sub-standard would either go out of the business of trying to prepare teachers or would bring their program up to an acceptable level. Perhaps it would be necessary to introduce it gradually by first creating two classes of membership in the professional organizations—a Class I group of those who have true professional status, which might include all the present membership as well as all per-

(Admittedly Radical, page 23)

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ARIZONA TEACHER-PARENT

ADMITTEDLY RADICAL

(From page 21)

sons newly entering upon teaching who have completed their preparation in an accredited institution, and a Class II membership for beginning teachers whose preparation is substandard."

After Dr. Russell's send-off the members of the Conference spent the week studying the various phases of improving teacher-education standards. Their conclusions, as summarized at the close of the conference, presented some staggering suggestions. Among other recommendations, the conferees urged that all instructors in colleges of education be required to have professional education at least equivalent to that which the profession requires of those who teach in the public schools. They recommended salaries that would rise progressively from a minimum of \$4,000 to at least \$10,000. Affiliation with the professional organizations on both the state and national levels was urged as a requisite to a professional attitude. It was emphasized that one responsibility of the institution was to provide instructors in the college of education with continuous contact with the public schools and with opportunities to return to them periodically in order that those preparing teachers may be aware of current needs and practices in the schools.

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CLASSROOM TEACHERS

(From page 19)

tion was received by the delegates. A considerable amount of printed materials was made available for those who might care to have it. Incidentally, there were some 15,000 printed materials from the N. E. A. made available during the conference, and most of it was carted or shipped back home by the delegates for use by their fellow teachers.

"Phillips 66"

Then last, but far from least, came "Phillips 66." Don Phillips, Head Adult Education Department of Michigan State College was the very human leader in this revealing course in "Group Dynamics." "One foot in a jet-propelled plane and the other in an ox cart" was the way he described our human relations. This course was not alone a discussion, but demonstration and participation as well for we really tried it out—and it worked. "Never underestimate the resources of your group" is the underlying theory. It might well be called "democracy in action." Most of us there will not forget Phillips "66" and will want to try out the plan whereby we get results from 6 people in 6 minutes—hence the "66." Much more will undoubtedly be heard of Phillips "66" Group Dynamics in the future.

Space permits but scant mention of such important things as comfortable accommodations in spacious dormitories, good food and pleasant fellowship in a pleasing dining hall at 8, 12, and 6 regularly. Also the recreational activities, including Municipal Opera in St. Louis, Show Boat and an excursion on the Mississippi, plus square dancing in the gym, or card parties, and with it all the gracious hospitality of President McClure and the personnel of Lindenwood College.

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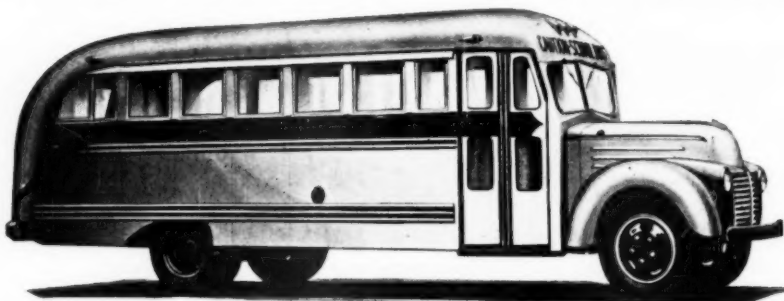


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PROFESSION?

(From page 11)

which provides a planned direction-to-action in place of animal activity, and organized response in place of emotionalization. Two factors have combined to make it imperative that teachers, as individuals and as a group, develop a self-imposed discipline. The first factor is that of increasing recognition on the part of educators that the complexities and pressures of modern life demand of even relatively uneducated persons a far broader and more general knowledge than the most highly educated person a century or so ago possessed. It is not enough for one to teach Ancient History and then amble quietly home. A doctor does not labor diligently to repair a broken finger while the rest of the patient dies. Instead, he seeks to find out what is most dangerously wrong, leaving less important needs until they can be taken care of later. If necessary, he calls in a specialist to aid him.

In contrast, the trend toward specialization in education has led some teachers to go on worrying about the finger—not only while the patient was dying, but long after the patient was dead! Thus, some English teachers know little about the patient besides his English facility. A Math teacher insists on his Math at all costs; a Commerce teacher accepts no other responsibility than that of the commercial knowledge of his students. The result, as I have indicated, is a toe, a finger, or a knee-cap in excellent condition on a dead patient!

To the rescue

The second factor which makes self-discipline on the part of teachers mandatory is the widening gap between the teacher and the administration. There was a time when schools were small, pupils were select, the curriculum was set and inviolate, and principals and

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PROFESSION?

(From page 27)

teachers shared in the solution of problems common to them both in a comparatively rigid educational structure. But with the development of compulsory education and far larger schools, of specialized training for school administrators, and of highly complex and itemized knowledge, teachers and principals began drawing apart and the current gap was begun. Teachers curled up in the familiar warmth of their little subject-matter nests, coming out only when one of their number needed protection from the administrative wolves, prowling the open ranges of education. Thus it is that even a poor teacher will be protected by other teachers the moment he is threatened with dismissal or penalty by an administrator.

A few years ago in a California school system, a teacher was arrested and fined for drunken driving and being involved in an accident. Because of the strong California tenure law, he was merely warned by school authorities and permitted to return to his work as a teacher. Several months later, he was again involved in an automobile accident while drunk, and was again convicted. School authorities sought to have him dismissed. The case was taken to court, and the teacher won. The basis for his winning the case is not important here; but the reaction of his fellow-teachers is. A large group of them were openly delighted because he had defeated the administration. They did not ask whether or not his value as a teacher had been impaired by the notoriety; they did not concern themselves about public response to the situation. They did not worry about the effect his action would have upon the standing of all teachers in that community.

(PROFESSION?, page 30)

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PROFESSION?

(From page 29)

This is the paradox

Teachers will defend their members to the last ditch against a principal or superintendent, but some of them will display jealousy, or indulge in criticism and ordinary gossip, not only among themselves, but to almost anyone who is patient enough to listen, or who, like an administrator, cannot help listening. Now, among the members of a really **professional** group and certainly to the outside world, little hint of criticism or obvious jealousy is given. The group is the holder of a mystery, and no fracture mars the united front turned toward society. Only occasionally does one of the group fail to meet the standards of the group. When that occurs, the group itself, in group action, unfrocks the individual.

Sooner or later, if teachers would assume the mantle of professionalism, they must also accept the responsibility for policing their own ranks, for making considered recommendations for employment and dismissal, and, more important, for seeing to it that the caliber and ability of persons entering the profession measure up to the highest standard possible.

But if it is a profession, one to which all men for all times can turn for the renewal of their faith and hope—if it is a profession, a zealously guarded mystery rising out of the past to direct our course through a perilous future—then there is no refuge here, no hiding place. This is the open horizon, and the way lies ahead.

It is a professional way, if teachers make it so!



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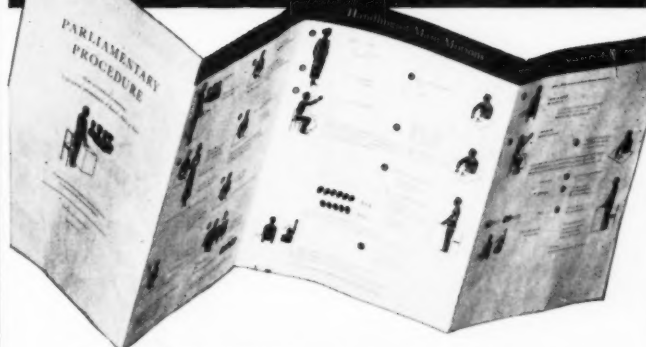
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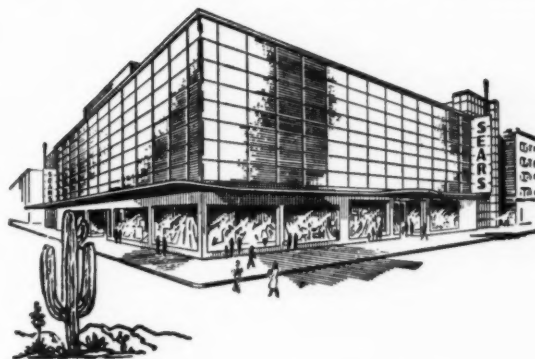
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D. M. HIBNER In Memorium

Today, January 12, 1950, I attended Masonic funeral rites at Ray, Arizona, for this city's illustrious Superintendent of Schools, my personal and professional friend, D. M. Hibner. For nearly forty years D. M. has given unstintingly of his great talent, interest and time to the cause of Youth and Public Education.

As I looked at his face I saw the face of a leader. His determined forward looking expression seemed unchanged. He possessed still the face of an extremely capable, educational executive. He seemed waiting and ready for the next educational assignment, determined to give the job, whatever it might be, his very best effort.

This great man left us in a manner befitting his wonderful personality. He worked almost to the last hour of his mortal life. He seemed to have stepped from the through train of this life immediately onto the faster moving, crack train of eternity. He seemed to say as I looked at him, "My job here is finished; show me the next task, I am impatient to be at it."

D. M. was held in highest esteem by his Colleagues in the field of Public School Administration. He was a peer and a favorite among the school men of Arizona. He possessed deep loyalty to his profession and an abiding love for people.

Carry on, Great and good friend! You have been a high inspiration to your associates here and we are sure that such men as you can never really die. Your assignment in the unknown beyond, no doubt, will be larger and more challenging.

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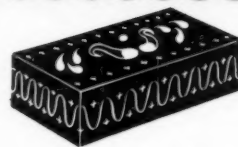
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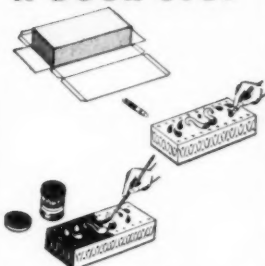
I miss you and grieve for you, as do all of your myriad of mortal friends.
Carry on, D. M.!

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VOTERS SAY "YES"

(From page 10)

lockers; a school gymnasium, really only a basement playroom dangerously cluttered with cement pillars or the stove-heated frame portable classrooms.

The committee sought and got endorsements of the All Fargo School Plan from community leaders, and these endorsements were published daily in the **Forum** with thumbnail photos of each supporter.

Ayes have it

On April 19, the day before the election, the committee bought a full-page ad in the Fargo **Forum**. The ad summed up all the arguments for the School Plan and included a sample ballot, marked the "right" way. Adding up the bills, the campaigners found they had spent \$2,400, raised through contributions of interested citizens.

When the votes were counted on election night, it was evident that all the newsprint, lung power, and shoe leather expended during the campaign had paid off. Eighty percent of the voters had approved the issuance of \$2,000,000 in bonds that would take the All-Fargo School Plan off the architect's drawing board and make it a reality in brick and steel.



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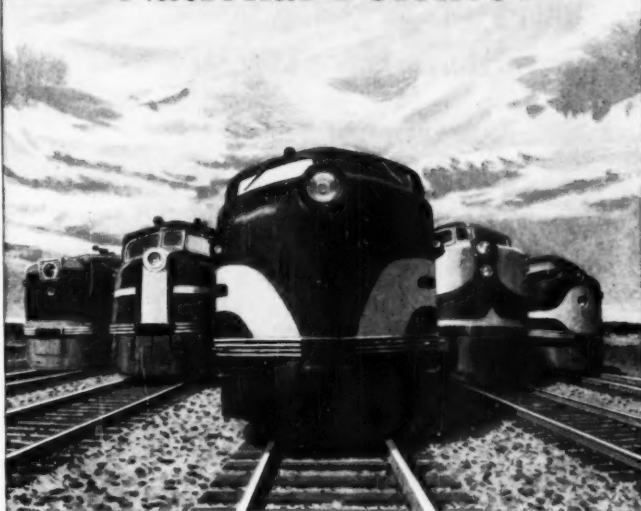
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(From page 8)

lems in all fields and to appreciate the implications of scientific discovery for human welfare.

(5) Every child has a right to his space in a safe and healthful school environment. Adequately lighted, heated, ventilated, sanitary, and attractive classrooms and playgrounds reasonably safe from physical hazards. These are but minimum requirements favorable for mental and physical health.

(6) In addition to the above rights of our pupils our schools must accept a fair share of responsibility to see that every individual develops his own emotional, economic and social and moral responsibility to the country in which he lives. Too many of our youthful vandals and criminals command a rather remarkable knowledge of so-called academic fields but feel little or no personal responsibility to the society of which they are a member.

The achievements of such objectives require not just "lip service" to an idea, but finances and energy. We do not seriously question today the cost of training a single jet plane pilot or an atomic scientist, yet we see appropriations for basic education held to an irreducible minimum.

IN MANY COMMUNITIES there exists an obvious discrepancy between cost and convenience of movie theaters, bowling alleys and cocktail bars and the local school buildings, built to meet conditions of half a century ago. There is a discrepancy in the way we pay movie actors, radio and television performers and the way we pay our teachers. Few, if any, in a community question the right of a trained lawyer, doc-

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tor or engineer to an income of \$5000.00 or more. When a teacher who has spent from four to seven years in expensive professional training received a similar amount, raised eyebrows and audible rumblings attest to the regard in which many people hold education. Only when the public makes up its mind that the education of the country is worth as much as its entertainment may America achieve its possible destiny.

IN THE MEANTIME to the more than 5000 teachers in Arizona and their pupils, the routine of the school day has once again become the pattern of their daily activities and the citizens of the state may expect the educators to do a creditable job within the limits of the educational program. While education in Arizona ranks high among the forty-eight states in several ways, this is no time for smugness for our best fails to measure up to a recognized minimum standard for many pupils within the state. The citizens of the state have the right to look to the

organized profession to assume leadership in promoting the kind of education we must have to combat any spread of totalitarian philosophy and to produce socially, morally and politically respon-

sible citizens for tomorrow. May the teachers of Arizona accept this challenge and meet it with all the professional skill, energy and cooperative effort at their command.

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LEWIS AND CLARK 18 min. Encyclopedia Britannica Films. Students are amazed that we don't take tickets for this film, the best "Western" they've seen. There's good characterization of Jefferson, his far-sighted enthusiasm and way of inspiring young Meriwether Lewis and red-headed Billy Clark, his sincere concern for the band of 37 he sent to pry the lid off the wilderness. The film shows the incredible, to us, lack of communication less than 150 years ago in the territory they mapped with hardship and courage. It shows, too, the spirit of the leaders as co-commanders (altho one was captain, one lieutenant) who unveiled America's destiny as neither could have done alone. Besides this and the fact that it's all true, it's a right racy story, one of the series of biographical sketches which history and literature classes like.

THE PEOPLE NEXT DOOR 16 min. British Information Services. Dramatizes the value of understanding other ways of life thru travels of the common people to neighboring countries. Suggests resulting goodwill of all the peoples will unite nations in peace. Interests high school and adult groups. Filmed in Europe.

TEETH ARE TO KEEP 10 min. color. National Film Board of Canada. Four dental health rules find new interest

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and charm shown by animated cut-out figures in a lively story typical of family episodes. Shows the special work of the front and back teeth, how a tooth decays, why it's important to keep the rules, what to do at a picnic without a toothbrush. The youngest ones who especially enjoyed "Stanley Takes a Trip" (on nutrition by the same producers) will be delighted again and will remember to use the rules.

BICYCLE SAFETY 10 min. Young America Films. Right riding practices, how to care for your bike, and a caution to be always alert are pictured for all cyclists. A "What's Wrong With This Picture" summary gives audience participation and clinches ideas to make bicycling both fun and safe. National Safety Council and Bicycle Institute approved.

SPEECH: USING YOUR VOICE 10 min. Young America Films. Are you proud of the way you sound? Careless faults of sloppy speech are pointed out with suggestions to correct them. Film reveals specific secrets which help one speak audibly to be heard, distinctly to be understood, and with life and interest to be pleasing. Of wide general interest (teen-age up) as are others in this speech series on posture, stage fright and gestures.

MISS DUNNING GOES TO TOWN 25 min. color. Apex released through Association Films. Personalized hair styling as a part of good grooming is emphasized in this story of a teen-aged girl beginning a dress designer's career when the shy wallflower makes the most of her personality, preparation, and appearance. Drawings show hair structure and how Toni wave lotion affects it. Teenagers and adults will eye and awe the attractive costumes, too.

MODERN FRANCE: THE LAND AND THE PEOPLE 10 min. Color also, Coronet Films. Influence of geography on the work and ways of the people is expertly dramatized as map locations intersperse actual scenes of activity in various regions. Interdependence of cities and farms, of riverways and seas, of the French people and their neighbors are pictured for upper elementary and high school classes, as was done in a similar film on Spain.

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INSPIRING EXPERIENCE

(From page 18)

related to the public schools. Such subjects as better ways of financing public schools, giving exceptional children better training, expanding school plants, and lengthened school terms were only a few of the topics discussed.

From foreign lands

One of the most impressive parts of the entire convention was the introduction by Dr. Willard E. Givens, executive secretary of the NEA, of some fifty teachers from foreign countries. These guests had been sent by their teachers' associations, public-spirited citizens of their own country, and fellowship grants of American organizations to study education in a democratic country.

Communists barred

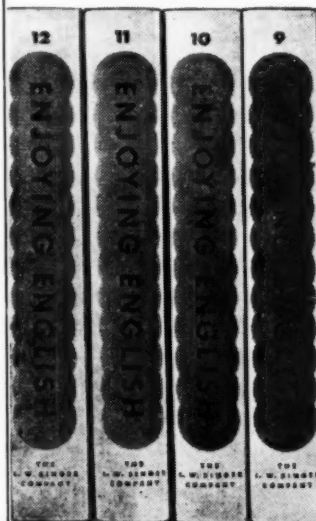
Two significant amendments were passed. One aimed at race discrimination reads in part "... Only cities shall be considered for convention purposes where it is possible to provide a maximum degree of equality for the housing, feeding and seating and the general welfare of all members of the association."

The other amendment bars membership in the National Education Association to "... members of the Communist Party of the United States or of any organization that advocates changing the form of government of the United States by any means not provided for in the Constitution of the United States."

Officers elected

Just before the close of the convention, Mrs. Nell Wilcoxon of Phoenix, chairman of the election committee, announced the election of Dr. Corma Mowrey, Charleston, W. Va., to succeed Dr. Andrew Holt as president of the NEA. Paul Grigsby, superintendent of the Granite City High School, Granite City, Ill., was elected first vice-president, and Miss Gertrude E. McComb, teacher in Terre Haute, Ind., was elected treasurer. Two new members of the executive committee were from the West: Miss Martha Shull, Portland, Ore., and Miss Ruth Evans, Denver, Colorado.

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The Best Job Is Always the Most Effective Aid

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The Government Wants Its Young People in College

As the situation now stands, the Federal Government is encouraging its young people to continue their educational training, so that their value to their Nation will be increased. High School students who enter college and those students already in college are being deferred in the Selective Service draft at the present time because the Government wishes those young people to continue their studies.

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